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ABSTRACT

Twelve lesson plans on getting a job are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (group question and answer session); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include job applications (sample form included), job search methods, resume preparation, letters of application, employment interviews, and follow-up letter. The unit also contains a post-assessment (with answer key) related to the enabling objectives and a unit evaluation (student applies and is interviewed for an actual job). (JH)

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GETTING A JOB

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GETTING A JOB

INTRODUCTION

Successful job interview and application is an indispensable step toward fulfillment of your ambitions. This unit we are about to study will help prepare you for your first major job interview. The preliminary work will consist of narrowing down your occupational choices, taking stock of your potential and completing a personal inventory.

The unit is divided into five main parts: the personal inventory, the letter of application, the resume, the interview and the follow-up letter. Each of these is essential to obtain the job you want. Upon completion of this unit you will be able to locate and correctly apply for any job.

GETTING A JOB

OBJECTIVES

Terminal Objectives:

3.00 Upon completion of this unit the students should be able to locate and correctly apply for a job. This includes being able to dress and groom themselves properly, prepare a resume correctly, complete an application form, write a letter of application and follow-up on the interview. In addition, the student must be able to perform a job interview competently and conduct himself or herself effectively during the interview.

Enabling Objectives: After completion of this unit the students should be able to:

3.01 Match terms associated with job application and interview to their correct definitions.

3.02 Name sources of information on finding jobs.

3.03 Find job openings through various methods and match their qualifications to the requirements of the jobs.

3.04 Prepare a resume.

3.05 Write a letter of application.

3.06 Demonstrate the ability to make an appointment by telephone.

3.07 Correctly complete an application form.

3.08 Complete an employment test.

3.09 Identify ways to prepare for the job interview (including greeting the receptionist.)

3.10 Select essential characteristics of good dress and grooming.

3.11 List examples of proper conduct during the job interview.

3.12 Correctly answer the most common questions the interviewer might ask in a job interview.

3.13 Demonstrate the ability to perform competently in a job interview situation.

3.14 Demonstrate how to use methods of follow-up.

LESSON PLAN FORMAT

Introduction and Objectives	Blue
Unit Outline	White
Pre Assessment	Buff
Pre Assessment Key	Grey
Lesson Plans	Yellow
Information Sheets	Pink
Assignment Sheets	Green
Transparency Masters	White
Key and Answer Sheets	Grey
Teacher Reference Sheets	Blue
Optional Activities and Bibliography	White
Post Assessment	Buff
Post Assessment Key	Grey
Unit Evaluation	Buff

GETTING A JOB

UNIT OUTLINE

I. Time for unit: Twelve 55 minute class periods

II. Materials

A. Introduction

B. Objectives

C. Lesson Plan 1

1. Information Sheet 1.01: Job Related Definitions

D. Lesson Plan 2

1. Information Sheet 2.01: Sources for Locating Job Opportunities

2. Assignment Sheets

a. 2.01: What is the Right Job for You?
b. 2.02: Personal Plan for Finding the Right Job

3. Transparency Master TM 2.01: Sources for Finding a Job

E. Lesson Plan 3

1. Information Sheets

a. 3.01: Resume Preparation
b. 3.02: Personal Data Sheet

F. Lesson Plan 4

1. Information Sheets

a. 4.01: Writing a Letter of Application
b. 4.02: Sample Letter of Application

2. Transparency Master TM 4.01: Letter of Application Skeleton

G. Lesson Plan 5

1. Information Sheet 5.01: Filling Out an Application Form

2. Assignment Sheet 5.01: Application Form

3. Transparency Master TM 5.01: Application Form

H. Lesson Plan 6

1. Information Sheet 6.01: Attributes: Good Grooming and Dress

2. Assignment Sheet 6.01: Sample Employment Test

I. Lesson Plan 7

1. Information Sheet 7.01: Typical Interview Questions

2. Assignment Sheets

a. 7.01: Mock Job Interview
b. 7.02: Job Interview Assignment Sheet

3. Transparency Masters

a. 7.01: Be Early
b. 7.02: Dress Right

J. Lesson Plan 8

None

K. Lesson Plan 9

1. Information Sheet 9.01: Sample Follow-up Letter

L. Lesson Plan 10

1. Unit Evaluation

M. Lesson Plan 11

1. Unit Evaluation

2. Post Assessment

3. Post Assessment Key

N. Lesson Plan 12

1. Unit Evaluation

GETTING A JOB

LESSON PLAN #1

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.01: Match terms associated with job application and interview to their correct definitions.

Resources:

1. Introduction to unit
2. Unit objectives
3. Information Sheet 1.01 - Job Related Definitions

Teacher Activities:

1. Introduce unit.

2. Distribute objectives.

3. Explain each enabling objective in relationship to the terminal objective.

4. Pre-assessment--lead discussion on finding and applying for a job. Use such questions as:

   a) How many of you have or have had jobs?

   b) How did you find out about the job?

   c) Did you fill out an application?

   d) Were you interviewed?

   Follow-up these questions by having students describe their experiences. There are two purposes for this discussion: first, to assess the students' knowledge; and second, to capture their interest and attention, motivating them toward study of the unit.

5. Distribute Information Sheet 1.01.

6. Review and discuss the definitions found in Information Sheet 1.01.

7. Summarize day's activities.

8. Give assignment.

Student Activities:

1. Ask any questions about the introduction of this unit.
2. Read and discuss Information Sheet 1.01.

Assignment: None

GETTING A JOB

INFORMATION SHEET 1.01

Job Related Definitions

1. Employment--working for pay
2. Employment agency--a business which secures jobs for other people
3. Employer--the person or business for whom you work
4. Employee--a person who works for another for wages or salary
5. Chronological order--listing by time
6. Legible--clear writing or printing easily read
7. Classified ad--written or printed advertising of a product or service
8. Blind ad--an ad placed in a newspaper listing a box number to which the writer sends a letter of application
9. Help wanted ad--placed by an employer stating the position offered and the qualifications needed
10. Employment wanted ad--placed by an individual and listing his or her qualifications and the position desired
11. Application--a form filled out when applying for employment
12. Data sheet--an individual's summary of facts about herself or himself, which employers use for decisions and discussions (resume, vita.)
13. Interview--formal interaction between prospective employer and employee
14. Equal opportunity employer--an employer who does not discriminate because of race, color, religion, sex or national origin in the hiring of employees

GETTING A JOB

LESSON PLAN #2

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.02 Name sources of information on finding jobs.
3.03 Find job openings through various methods and match their qualifications to the requirements of the jobs.

Resources:

1. Information Sheet 2.01 - Sources for Locating Job Opportunities
2. Assignment Sheet 2.01 - What is the Right Job for You?
3. Assignment Sheet 2.02 - Personal Plan for Finding the Right Job
4. Ads from local newspaper - Examples of blind ads, help wanted ads, and employment wanted ads
5. Transparency Master 2.01 - Sources for Finding Jobs

Teacher Activities:

1. Ask if students have brought their information sheets.
2. Discuss Information Sheet 2.01 focusing on points found in this outline:

I. Sources for finding jobs

A. DE teacher/coordinator

B. Family and friends

C. High school agencies, counselors, principal and others

D. Newspapers--classified ads (Define and show examples of each of these)

1. Blind ads

2. Help wanted ads

3. Employment wanted ads

E. Employment agencies

1. Government (Missouri Division of Employment Security)

   a. Services offered free to any state resident
   b. Applicants interviewed and counseled by local office
   c. Applicants tested to determine interests, abilities, needs for training and/or education

2. Youth opportunity centers

   a. Provide same services as state agency, but assisting youth only
   b. Geared to specific interests of youths; helps students combine work and study schedules

3. Commercial

   a. May charge a fee for service
   b. May charge a fee only if placed through them
   c. Fee usually must be paid in two or three large installments
   d. May have agreement with some employers whereby employer pays fee

F. Direct calling

G. Window signs

H. Former employers

I. Labor unions

3. Ask for any questions

4. Through a discussion-type lecture, highlight seven main points found on Information Sheet 2.01:

   a. Examine interests.
   b. Determine goals for the future.
   c. Analyze personal qualities.
   d. Know job skills.
   e. Analyze the jobs available to find the specific skills and rates of accuracy required.
   f. Take employment tests to evaluate specific job skills.
   g. Match skills to those required for specific jobs.

LESSON PLAN #2 (cont:)

5. Discussion question: What job skills are needed for a retail stocker position and how can these skills be matched with personal interests?

6. Distribute Assignment Sheet 2.01.

7. After students complete the worksheet discuss their personal inventories.

8. Ask for any questions.

9. Summarize the day's activities.

   a. Sources for finding jobs
   b. How to find the right job
   c. Personal inventories

10. Give assignment: Distribute Assignment Sheet 2.02, asking students to bring it, completed, to the next class meeting.

Student Activities:

1. Take out information sheet.
2. Discuss sources for finding jobs.
3. Ask questions concerning any unclear points.
4. Discuss stocker job skills.
5. Fill out Assignment Sheet 2.01.
6. Analyze your personal inventory.
7. Pick up Assignment Sheet 2.02 for homework.

Assignment: Complete Assignment Sheet 2.02 and bring it to the next class meeting.

GETTING A JOB

INFORMATION SHEET 2.01

Sources for Locating Job Opportunities

I. Sources to check for job openings

A. DE teacher/coordinator

B. Employers (call on them directly)

C. Family and friends

D. High school counselors, principal, etc.

E. "Help Wanted" signs on windows and bulletin boards

F. Former employers

G. Employment agencies

1. Government
2. Commercial

H. Labor unions

I. Newspapers--classified ads

II. What to consider in finding the right job for you

A. Examine your interests.

B. Decide upon your future goals.

C. Know your personal qualities.

D. Evaluate job skills through employment tests.

E. Match specific jobs with your skills.

F. Learn the skills required of different jobs.

G. Determine what jobs are available as well as the specific skills required for them.

GETTING A JOB

ASSIGNMENT SHEET 2.01

What is the Right Job for You?

Directions: Complete the following items.

1. List your interests (positive and negative) in terms of school subjects, hobbies, clubs, etc.

LIKES	DISLIKES

2. In terms of occupation and location, where do you hope to be in 5 and 10 years?

	Occupation	Type and Size of Employer	Size of Town
In 5 years:			
In 10 years:			

3. List several things that will be required of you in order to attain your above job goals (in regard to your skills, training, experience, etc.)

   a.

   b.

   c.

   d.

   e.

   f.

4. Analyze yourself and list your major qualities (good and poor) and your strong and weak points.

Good Qualities and Strong Points	Poor Qualities and Weak Points

5. List all specific job skills that you presently possess.

6. Name two distributive jobs for which you are currently qualified and that you would like to apply for.

   a.

   b.

ASSIGNMENT SHEET 2.02

Personal Plan for Finding the Right Job

Directions: After completing assignment sheet 2.01, "What Is the Right Job for You?", use the information to list the specific sources you will use in finding the "right" job for you. List at least six sources.

a.

b.

c.

d.

e.

f.

g.

h.

GETTING A JOB

SOURCES FOR FINDING JOBS

1. DE Teacher/Coordinator
2. Family and Friends
3. High School faculty
4. Newspaper Ads
5. Employment Agencies
   - A. State Employment Service
   - B. Youth Opportunity Centers
   - C. Commercial Employment Agencies
6. Direct Calls
7. Window Signs
8. Former Employers
9. Labor Unions

GETTING A JOB

LESSON PLAN #3

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.04 Prepare a resume.

Resources:

1. Information Sheet #3.01 - Resume Preparation
2. Information Sheet #3.02 - Personal Data Sheet

Teacher Activities:

1. Collect and discuss homework from yesterday.
2. Define resume.
3. Discussion question: How can the resume improve one's chances of getting a job?
4. Review reasons for preparing a resume.
   a. Written in logical concise form
   b. Contains all essential facts
   c. Reveals whether applicant has the qualifications needed for a particular position
   d. Answers questions employer may ask
   e. Aids in filling out an application
5. Emphasize the six main steps in preparing a resume.
   a. Write personal information first.
      1. Name
      2. Address
      3. Telephone
      4. Education
      5. Age
      6. Weight
      7. Height
      8. Health
      9. Marital status

b. Show subjects studied that will help employer.

c. List student activities.

d. Show special skills or training.

e. Show business experience.

f. Give at least three references.

1. Present or former teacher
2. Former employer
3. Minister or priest
4. An acquaintance

7. Ask for any questions.

8. Explain to the students the standards that you expect their resumes to meet.

a. Well organized

b. Neatly typed

c. Error free

d. In outline form

e. Limited to one page if possible

f. Honest about qualifications and experience

9. Ask for any questions or discussion.

10. Distribute Information Sheet 3.01.

11. After reading time is given entertain any questions.

12. Distribute Information Sheet 3.02.

13. Briefly go over the example.

14. Summarize lesson.

15. Give assignment to begin in class and complete by tomorrow.

Student Activities:

1. Refer to Information Sheet 3.01.
2. Review reasons for resumes.
3. Understand the six preparation steps.
4. Be aware of resume standards.
5. Read Information Sheet 3.01 and 3.02.
6. Begin preparing your own resume.

GETTING A JOB

LESSON PLAN #3 (cont.)

Assignment:

Prepare a resume using the format and standards discussed in class, to be turned in tomorrow. (This is the sheet the student will use for his or her unit evaluation interview.)

INFORMATION SHEET 3.01

Resume Preparation

The student should design and complete a resume, also known as a vita or personal data sheet. The information used should be *factual*. It should also be neatly done, precisely stated and include all the basic information which could help you procure a job. It is extremely important that you keep an up-to-date copy of your resume in your files and make use of it in applying for jobs, not only as a Distributive Education student, but also as a high school graduate.

1. Necessary information

   a. Appropriate title, such as vita, personal data sheet or resume

   b. Full, legal name

   c. Complete address (Don't forget the zip code!)

   d. Telephone number, including the area code

   e. Birthdate

   f. Place of birth (city and state)

   g. Social security number

   h. Age and sex

   i. Height and weight

   j. Health status

   k. Marital status

   l. Educational background

      1) Names and addresses of schools attended (Most recent information comes first.)
      2) Dates of attendance
      3) Degrees or diplomas received
      4) Class standing or grade point average

m. Work experience

1) Names and addresses of company or companies
2) Dates of employment (from _____ to _____)
3) Brief explanation of duties
4) Reason(s) for terminating employment

n. Activities

1) Membership in school and community-related organizations
2) Offices
3) Honors received

o. Unique interests, special skills, spare time activities

p. Special training programs taken in school or business
Example: Distributive Education

q. References that prospective employers may contact

NOTE: A minimum of three (3) names and addresses should be included. Be sure to ask the permission of all persons you list as references. Although relatives are not acceptable references, former employers, instructors, adult friends, community leaders and ministers or priests are acceptable.

r. If available, you might attach a small (wallet-size) photograph. Make sure it is recent.

2. Uses of a resume

a. Take two copies to the interview.

1) Give one to interviewer.
2) Use one as a reference tool when completing your application.

b. Mail one with letter of inquiry or application.

GETTING A JOB

INFORMATION SHEET 3.02

Personal Data Sheet

Robert Armstrong
4278 Locust Street
Cosmo Bluff, NA 38201

PERSONAL INFORMATION:

Age:	18
Height:	5'6"
Weight:	145
Sex:	Male
Health:	Excellent
Telephone:	812/497-6281

EDUCATION:

High School: James Madison High School, Cosmo Bluff, NA 38201
Major: Marketing
Technical Skill: Typewriting Speed, 50 wpm; Office Machines Training; read and write Spanish
Leadership Activities: President, Student Council; Treasurer, Senior Class; Distributive Education Clubs of America, (DECA)

WORK EXPERIENCE:

Judy's Boutiques, 76 Euclid, Cosmo Bluff, NA 38201
Salesperson in shoes
On-the-job experience during school year, 19__-19__
Judy's Boutiques, 76 Euclid, Cosmo Bluff, NA 38201
Stock room clerk and general salesperson
On-the-job experience during school year, 19__-19__
Anderson's Service Station, 366 Northridge Ave., Cosmo Bluff, NA 38201
Attendant during summer, 19__

REFERENCES:

Mr. Harold Butler, Manager, Butler's Apparel Shop, 301 South Main Street, Cosmo Bluff, NA 38201

Mrs. Rosella Kalmer, Distributive Education Coordinator, James Madison High School, Cosmo Bluff, NA 38201

Mr. William T. Ditwiller, President, United Commercial Bank, 2932 South 10th Street, Cosmo Bluff, NA 38201

GETTING A JOB

LESSON PLAN #4

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.05 Write a letter of application.

Resources:

1. Information Sheet 4.01 - Writing a Letter of Application
2. Information Sheet 4.02 - Sample Application Letter
3. Transparency Master 4.01 - Letter of Application Skeleton

Teacher Activities:

1. Collect assignment from previous day and answer any questions about it.
2. Define letter of application.
3. Question: Has anyone ever written a letter of application? If so, for what job? Was it helpful?
4. Distribute Information Sheet 4.01.
5. Read and discuss the Information Sheet with the class.
6. Entertain any questions.
7. Show TM 4.01 and explain the different parts of the letter.
8. Distribute Information Sheet 4.02.
9. Read letter and ask for questions.
10. Summarize day's activities.
11. Give assignment and let the students work until period ends.
12. Write steps in preparing a letter of application on the board.
    A. Consider letter form and appearance.
    B. Provide information.

C. Be original, brief and businesslike in your approach.

D. End the letter properly.

E. Use your own address for return address and correct date.

F. Cover all points requested in the job advertisement.

Assignment:

Write a letter of application for the job you will be applying for during your unit evaluation interview.

INFORMATION SHEET 4.01

Writing a Letter of Application

Letters of application or letters requesting an interview should be brief and to the point, rarely more than one page in length. Since you have prepared your personal inventory, "selling yourself" on paper should be easier. Naturally, it is advisable to attach a personal data sheet to your letter.

1. Consider letter form and appearance.

   A. Write neatly in ink or type

   B. Use only one side of 8½ x 11 plain white unlined paper.

   C. Check spelling, punctuation and grammar, avoiding contractions and slang expressions.

2. Provide information.

   A. Write to an individual person or use "Gentlemen" when answering a blind ad. "Dear Sir" is no longer proper.

   B. Be short and to the point.

   C. List the position for which you are applying.

   D. Explain why you are interested in the job.

   E. Direct the employer's attention to the key points on your personal data sheet.

   F. State that you have the permission of the persons listed under personal references.

   G. Ask for an interview at the employer's convenience.

   H. Tell how and where you can be reached by mail and phone.

3. Be creative in your approach.

   A. Get employer's attention in first paragraph.

Sample:

Dear Mr. Longshot:

Have you ever wanted an assistant with experience in advertising, display, sales and supervision of other employees? I may be the individual you are looking for.

Dear Mrs. Perrywinkle:

Mrs. Patti Roberts, General Manager of Judy's Boutiques, has informed me that you are looking for a salesperson for your Oak Court Store. I believe that my Distributive Education training and work experience has taught me how to approach and help customers and to close sales effectively.

B. Be brief and businesslike.

4. End the letter correctly.

Sample: Very truly yours,
or
Sincerely,

5. Use your return address and the correct date.

6. Include all specifics mentioned in the advertisement for the job in the order they appear in the ad. Read through the advertisement completely before answering in letter. Some employers will test your ability to follow instructions.

INFORMATION SHEET 4.02

Sample Letter of Application

215 Eastwood
Memphis, Tennessee 38165
May 31, 19--

Mr. Arthur Wilford
Russell Brothers Clothing
Nextown, MO 63411

Dear Mr. Wilford:

Please consider this letter an application for the position of salesperson with Russell Brothers Clothing.

In May I graduated from Overtown High School where I completed two years of Distributive Education. A summary of my high school courses, grades and previous work experience is included on the enclosed personal data sheet.

While enrolled in the Distributive Education program, I received work experience with Mr. Jim Bitzenberg of the James Davis Company here in Memphis. Mr. Bitzenberg has given me permission to use his name as a reference.

I enjoyed my work experience with the James Davis Company and I would like to continue in this line of work. I would appreciate the opportunity to come in and discuss this matter with you at your convenience. I may be reached at the above address or by telephone at (816) 747-2432. I will look forward to hearing from you.

Sincerely,

Judy Berry

Enclosure

GETTING A JOB

LETTER OF APPLICATION SKELETON

STREET AND NUMBER
CITY AND STATE, ZIP
DATE

NAME OF ADDRESSEE
TITLE OF ADDRESSEE
PLACE OF BUSINESS
STREET AND NUMBER
CITY AND STATE, ZIP

SALUTATION

LEAD-IN PARAGRAPH

SUPPLEMENTARY PARAGRAPHS--AS MANY AS NECESSARY TO BRING OUT RELEVANT INFORMATION WHICH WILL STRENGTHEN YOUR CANDIDACY

COMPLIMENTARY CLOSE

TYPEWRITTEN NAME

ENCLOSURES

GETTING A JOB

LESSON PLAN #5

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.06 Demonstrate the ability to make an appointment by telephone.
3.07 Correctly complete an application form.

Resources:

1. Information Sheet 5.01 - Filling Out an Application Form
2. Assignment Sheet 5.01 - Application Form
3. TM 5.01 - Application Form

Teacher Activities:

1. Collect assignment from previous day.
2. Discuss any problems with the letter of application.
3. Discuss how to make an appointment by phone.
   A. Plan ahead.
   B. State your name and reason for calling.
   C. Ask for time at interviewer's convenience.
   D. Write down the day, time and place of the interview.
   E. Thank the person on the other end.
4. Role play in class with students two examples of making an appointment.
5. Emphasize these points to remember when calling for an appointment:
   A. The receptionist is there to help you; keep her or him on your side.
   B. Be polite and courteous. Remember that this call is the first contact you may have had with the firm. Make the first impression a good one.

6. Summarize all points on making an appointment by phone.

7. Explain the reasons why an application form should have sales appeal:

   A. Competition with other applicants

   B. Promote outstanding qualities

   C. Obtain a job more quickly

   D. Receive a better salary

   E. Rapid comparison by employer

8. State three points to help give an application form sales appeal.

   A. Always keep it neat.

   B. Be accurate.

   C. Complete the application form by filling in every blank.

9. Distribute Assignment Sheet 5.01 and Information Sheet 5.01.

10. After giving reading time discuss the Assignment and Information Sheets, focusing on these points:

    A. Look over the entire application form at the beginning.

    B. Follow instructions carefully and exactly.

    C. Write neatly and legibly.

    D. List all experience.

    E. List all training.

    F. Fill in all blanks.

       1. Question is not self related--Write "not applicable," or "N/A."

       2. No answers--Write "none."

       3. Asked expected salary--Write "open" if not sure what is appropriate.

11. Show TM 5.01 and fill it out with the class. (Use a grease pencil on form.)

LESSON PLAN #5 (cont.)

12. Summarize information in today's lesson.

13. Entertain any questions.

14. Give assignment--Have the students complete Assignment Sheet 5.01, using guidelines discussed in class. They should include information about themselves from their personal data sheets. Tell them *to be sure* that their information corresponds with the letter of application which they wrote yesterday.

Student Activities:

1. Turn in yesterday's assignment.
2. Ask questions about assignment.
3. Demonstrate the ability in a role playing situation to make an appointment by telephone.
4. Read Assignment Sheet 5.01 and Information Sheet 5.01.
5. Discuss how to fill in TM 5.01.
6. Begin assignment.

Assignment:

Begin today and turn in completed at the next class meeting Assignment Sheet 5.01 using the guidelines covered in class. Be sure that your information corresponds with the letter of application which you wrote yesterday.

INFORMATION SHEET 5.01

Filling out an Application Form

Information on an application form includes personal data, job experience, education and references. Although forms vary from firm to firm, the rules (guidelines) to follow in filling out applications apply to all.

Guidelines:

A. Be prepared by taking a pen or pencil plus your resume.

B. Look over and read entire form before you begin. (Make sure you know whether to print, write or type.)

C. Be honest, be brief, write neatly, clearly and legibly.

D. Be complete, answer all questions, fill in all boxes. If spaces are not applicable designate by using N/A.

ASSIGNMENT SHEET 5.01

Application Form

Complete this application form. Your personal data sheet will be helpful.

DO NOT PRINT Application for Employment

Date_____ Position applied for_____

Name_____ Height _____ Weight _____ Age_____

Address_____ Telephone No._____
Street or RFD City State

Previous Address_____ Social Security No. _____

Birthdate_____ Birthplace_____
Month Day Year City State

CHECK ALL THAT APPLY:

_____ Female
_____ Male
_____ Single
_____ Married
_____ Widowed
_____ Divorced
_____ Separated

_____ Own home
_____ Rent
_____ Board
_____ Live (parents)
_____ With (relatives)
_____ Purchasing home

Number and age of dependents:
_____

Relationship of dependents:
_____

Business or occupations of father:
_____

(or Husband)_____

Interested in: Temporary work ____ Full time____ Part time ____ Saturday____ only

Salary expected_____

Are you responsible for your entire support?_____ Others who are dependent on you for their support: Number_____ Ages_____

Nature of any physical defects_____

Recent illnesses_____

Date of last physical examination_____

Application Form (cont'd.)

EDUCATION	Circle grade completed	Name of school	Location	Major subject	Year graduated
Elementary	1 2 3 4 5 6 7 8				
High	1 2 3 4				
Business or Vocational	1 2 3 4				
College or University	1 2 3 4 5 6				
Night or Correspondence	1 2 3 4				

Give details of any other educational training:

_____

_____

_____

What are your hobbies? _____

In case of illness or emergency, notify: Name _____

Address _____

Relationship _____

Telephone _____

Why do you feel qualified for the position for which you are applying?

_____

_____

_____

_____

_____

Application Form (cont'd.)

PREVIOUS EMPLOYMENT - Last employment first

From To (months & years)	Name and address of employer	Department, position, duties, salary	Reason for leaving

PERSONAL REFERENCES - Do not give names of relatives or former employers.

Name	Address	Occupation
1.		
2.		
3.		

DO NOT WRITE IN SPACE BELOW

Interviewed by:

Other remarks:

Personality_____
Attitude_____
Ambition and initiative_____
Calmness_____
Physical qualities_____
Intelligence_____
Leadership_____
Appearance and grroming_____
Work best suited for_____

GETTING A JOB

APPLICATION FORM

Complete this application form. Your personal data sheet will be helpful

DO NOT PRINT Application for Employment

Date _____ Position applied for _____

Name _____ Height _____ Weight _____ Age _____

Address _____ Telephone No. _____
Street or RFD City State

Previous Address _____ Social Security No. _____

Birthdate _____ Birthplace _____
Month Day Year City State

CHECK ALL THAT APPLY:

_____ Female
_____ Male
_____ Single
_____ Married
_____ Widowed
_____ Divorced
_____ Separated

_____ Own home
_____ Rent
_____ Board
_____ Live (parents)
_____ With (relatives)
_____ Purchasing home

Number and age of dependents:
_____

Relationship of dependents:
_____

Business or occupations of father:
_____

(or Husband) _____

Interested in. Temporary work ____ Full time____ Part time ____ Saturday____ only

Salary expected _____

Are you responsible for your entire support?_____ Others who are dependent on you for their support: Number_____ Ages _____

Nature of any physical defects _____

Recent illnesses _____

Date of last physical examination _____

GETTING A JOB

EDUCATION	Circle grade completed	Name of school	Location	Major subject	Year graduated
Elementary	1 2 3 4 5 6 7 8				
High	1 2 3 4				
Business or Vocational	1 2 3 4				
College or University	1 2 3 4 5 6				
Night or Correspondence	1 2 3 4				

Give details of any other educational training:

What are your hobbies? _____

In case of illness or emergency, notify: Name _____

Address _____

Relationship _____

Telephone _____

Why do you feel qualified for the position for which you are applying?

GETTING A JOB

PREVIOUS EMPLOYMENT - Last employment first

From To (months & years)	Name and address of employer	Department, position, duties, salary	Reason for leaving

PERSONAL REFERENCES - Do not give names of relatives or former employers.

Name	Address	Occupation
1.		
2.		
3.		

DO NOT WRITE IN SPACE BELOW

Interviewed by:

Other remarks:

Personality_____
Attitude_____
Ambition and initiative_____
Calmness_____
Physical qualities_____
Intelligence_____
Leadership_____
Appearance and grroming_____
Work best suited for_____

GETTING A JOB

LESSON PLAN #6

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.08 Complete an employment test.
3.09 Identify ways to prepare for the job interview.
3.10 Select essential characteristics of good dress and grooming.

Resources:

1. Assignment Sheet 6.01 - Sample Employment Test
2. Answer Key 6.01 - Answer Key
3. Information Sheet 6.01 - Attributes: Good Grooming and Dress

Teacher Activities:

1. Collect and discuss assignment from yesterday.
2. Entertain any questions about application blanks.
3. Explain the following facts about employment tests.
   A. There are many different types of tests which may be given when a person applies for a job.
   B. Usually these relate to the type of work which the individual is applying for.
   C. There is usually a time limit for the test.
   D. You should not waste time trying to find trick questions or answer "patterns"; there are none.
   E. The areas of testing usually covered are:
      1. Aptitude
      2. Comprehensive
      3. Spelling
      4. Math
      5. Following directions

4. Explain to the class that there are five helpful things to remember when taking employment tests.

   A. Stay calm.

   B. Follow directions carefully.

   C. Go through the test in order.

   D. Mark answers carefully.

   E. Write clearly.

5. Distribute Assignment Sheet 6.01.

6. Give students time to complete.

7. Distribute Answer Key 6.01.

8. Discuss each item on the employment test (Assignment Sheet 6.01).

9. Summarize employment test.

10. Answer for any questions.

11. Now we are ready to look at the job interview; let's start by looking at ways on how to prepare.

   A. Call or write for appointment.

   B. Learn about the company.

      1. Sources for research

         a. *College Placement Directory* by Zimmerman and Lavine

         b. *College Placement Annual* by the College Placement Publications Council

         c. *Thomas Register of American Manufacturers*

         d. *Moody's Manual*

         e. *Fitch Corporation Manual*

         f. *MacRae's Bluebook*

         g. *Standard and Poor's Corporation Records*

         h. *Poor's Register of Directors and Executives*

         i. *Dun and Bradstreet Reference Book*

         j. Company Annual Reports

LESSON PLAN #6 (cont.)

C. Find out the name of interviewer.

D. Know the kind of job which you are applying for.

E. Review your personal qualifications.

12. Question: Are there other ways to prepare that are not mentioned?

13. Discussion: Are first impressions important?

14. Answer: Yes, definitely, and here are some steps to follow to insure a good first impression:

A. Go alone for the interview.

B. Be on time.

C. Be careful of one's appearance.

D. Stand erect.

E. Look pleasant.

F. Introduce one's self in a quiet, easy way.

G. Sit erect and avoid signs of nervousness.

H. Be ready to take employment.

I. ***Remember these points from the time you walk in the building to the time you leave, not just during the interview!

15. Ask for any questions.

16. Distribute Information Sheet 6.01.

17. Give students time to read and then discuss the sheet.

18. Summarize the day's activities.

Student Activities:

1. Turn in assignment.
2. Take employment test.
3. Grade test.
4. Discuss first impressions.
5. Read and discuss Information Sheet 6.01.
6. Ask any questions over the day's activities.

Assignment: None

INFORMATION SHEET 6.01

Attributes: Good Grooming and Dress

Employers' decisions to hire an applicant are sometimes based on good grooming and dress (when all necessary skills and qualifications are equal).

1. Maintain body cleanliness--shower, shave, brush teeth, use deodorant, have hair neat and clean, and change undergarments daily.

2. Posture--walk with shoulders back, abdomen flat, chest out, and stand on both feet.

3. Clothing--wear clean, fitted, coordinated, appropriate styles and colors. Shoes should be well-kept. Accessories and jewelry should be conservative and simple.

4. Remaining factors--select colors that complement your hair color, skin tone and eyes. Wear clothing and colors you like and feel good in.

GETTING A JOB

ASSIGNMENT SHEET 6.01

Sample Employment Test

Directions: Complete the following sample employment test.

1. If fifteen comes before twelve, make a "✓" here ___ but if not, make an "x" here ___.

2. Put a box around the number that doesn't fit into the regular sequence of these numbers.

   5 10 9 14 8 12 8 13 12 17

3. If Al is younger than Sam, and Marg is younger than Al, is Sam older than Marg? _____

4. Complete each problem to make it true.

   a) ten is equal to twice _____

   b) _____ is equal to 1/2 twelve

5. 3 + 7 = 9

   6 + 3 = 8

   If the second problem is correct, do nothing. However, if the first problem is wrong, underline the second.

6. If August 17 falls on Tuesday, what does August 1, fall on?

7. A man had $20.00 and spent $4.12 for lunch, $2.12 on a cab, and $ .80 for cigarettes. How much did he have left?

8. If 3 1/3 lbs. of hamburger cost $3.00, how much do 10 lbs. cost? _____

9. Determine how many numbers are between 16 and 39, including those two numbers, and write it here. _____

10. Fill in the blanks with numbers that follow in regular order.

    a) 6 12 18 24 30 ___ ___

    b) 260 130 65 32 1/2 ___ ___

ANSWER KEY 6.01

Sample Employment Test

Answer Sheet

1. x
2. [12] (work in from each end)
3. yes
4. a) 5
   b) 6
5. Underline the second problem
6. Sunday
7. $12.96
8. $9.00
9. 24
10. a) 36 42
    b) 16 1/4 8 1/8

GETTING A JOB

LESSON PLAN #7

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.11 List examples of proper conduct during the job interview.
3.12 Correctly answer the most common questions the interviewer might ask in a job interview.

Resources:

1. Information Sheet 7.01 - Typical Interview Questions
2. Assignment Sheet 7.01 - Mock Job Interview
3. Assignment Sheet 7.02 - Job Interview Rating Sheet
4. TM 7.01 - Be Early
5. TM 7.02 - Dress Right

Teacher Activities:

1. Use TM 7.01 and 7.02 as a review.

2. Proper conduct during the interview

   A. Remind student to use Mr., Miss, Mrs., or Ms. when addressing the interviewer.

   B. Do not smoke, chew gum, or eat candy.

   C. Try not to giggle or squirm in the chair.

3. Remind the students about important attitudes employers look for during the interview.

   A. Enthusiasm and interest

   B. Dedication and dependability

   C. Alertness and quickness of mind

   D. Honesty and integrity

   E. Desire to work

   F. Desire to help others

   G. Desire to improve one's self

4. Ask for questions.

5. Distribute Information Sheet 7.01.

6. Let students read handout.

7. Ask everyone in the class to answer verbally one of the questions to help them start thinking in these terms.

8. Distribute Assignment Sheet 7.01.

9. Divide class into teams of three.

10. Distribute Assignment Sheet 7.02.

11. Have class follow directions on the sheet--circulate and work with student teams.

12. Answer any questions.

13. Give assignment.

Student Activities:

1. Read Assignment Sheet 7.01.
2. Read Assignment Sheet 7.02.
3. Team up with two other students and role play the interview.
4. Critique interview.
5. Ask any questions about the day's lesson.

Assignment:

Students are to develop answers to questions on Assignment Sheet 7.01

GETTING A JOB

INFORMATION SHEET 7.01

Typical Interview Questions

1. What classes do you like most in school? Least? For what reasons?
2. What extracurricular activities are you involved in? Have you held any offices? Have your activities been worthwhile?
3. Why do you want to work for our firm?
4. What are your vocational plans for the future?
5. What individual qualities do you think help a person become successful?
6. What kind of people do you like to work with?
7. Describe the ideal boss.
8. How do you spend your spare time? Do you have any hobbies?
9. Do you like working alone or with others? Why?
10. What does your father or mother do for a living?
11. Have you saved any money? How do you plan to spend your savings?
12. What is your major weakness? What strengths do you have?
13. Do you like to travel?
14. What types of people do you have trouble dealing with?
15. By age 30, how much money do you expect to make?
16. How long do you hope to work?
17. What are the two most important things you've learned from the jobs that you've held?
18. Have you ever had any major physical injuries or serious illnesses?
19. Can you take orders easily?
20. What do you do on your vacations?

21. What do you think about overtime?

22. What qualities do you possess that you think will make you successful in this type of work?

23. What are your ideas on hourly wages or salary?

24. Why do you think this type of job is suited to you?

25. Which of your parents has had the greatest influence on you? Why?

26. Do you like sports more as an observer or as a participant?

27. What type of books do you most enjoy?

28. If you could choose freely any job, what job would you choose?

29. Define COOPERATION.

30. What do you do to keep in good health?

31. Do you think that you always strive to do your best?

32. Do you like routine and regular working hours or do you prefer variety and flexibility in hours?

33. How were you treated by former employers?

34. How would you describe your family?

35. What are your special abilities?

ASSIGNMENT SHEET 7.01

Mock Job Interview

Three people will be needed for each mock interview: one receptionist, one interviewer and one job applicant. In completing this mock job interview, use Information Sheet 7.02 - Job Interview Rating Sheet. Perform the job interview, keeping it as realistic as possible, then follow-up by discussing the interview using Information Sheet 7.02 as a guide. After the first mock interview, switch roles and repeat the procedure until each person in your group of three has played each role.

The following outline serves as a guide. Review this and use it as you proceed through the job interview.

1. Be prepared for the interview.

    a. Look nice.

        1) Be neat, clean, well-groomed.
        2) Wear proper clothing.
        3) Have personal data sheet ready.
        4) Take pen and pencil with you.

    b. Be on time or *early;* never be late for an interview appointment.
    c. Go by yourself--this shows confidence and maturity.
    d. Know the company you are interviewing with.

        1) Name and kind of business
        2) Reasons you desire to work for them
        3) Interviewer--his or her name and position

2. Meet the receptionist.

    a. Introduce yourself with a smile.
    b. Follow his or her instructions.

3. Take part in the interview.

    a. Listen carefully.
    b. Enter with self-confidence.
    c. Shake hands and greet the interviewer (by name, if possible).
    d. Inform the interviewer of your purpose in coming.
    e. When the interviewer asks you to be seated, sit gracefully.

f. Subdue your nervousness.
g. Do *not* smoke or chew gum.
h. In answering questions, be clear and concise.
i. Never interrupt the interviewer.
j. Use standard English and avoid slang.
k. Be enthusiastic.
l. Attempt to sell yourself.
m. Be positive about yourself--not negative.
n. Try to anticipate some of the questions that you might be asked.
o. Avoid negative comments about previous employers.
p. Don't bring up personal problems.
q. Make sure to ask relevant questions.

4. Close the interview.

   a. The interviewer should indicate to you when the interview is completed.
   b. Make sure to extend thanks to the interviewer for his or her time.
   c. Leave promptly and without complications.

5. Follow-up the interview by writing or calling the business so the interviewer knows you are still interested in the position.

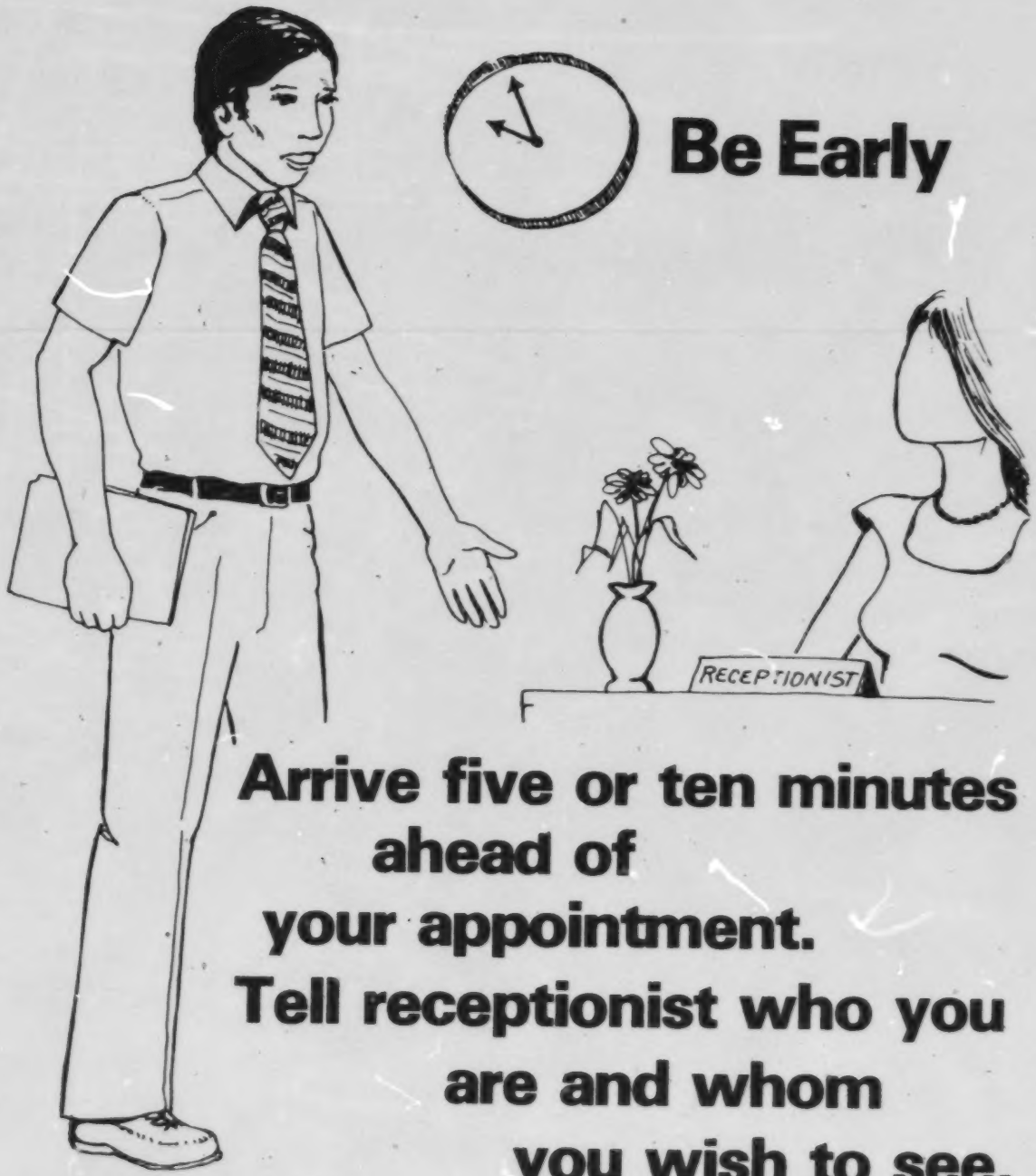
ASSIGNMENT SHEET 7.02

Job Interview Rating Sheet

	Poor	Fair	Good	Excellent	Judged Points
PRE-INTERVIEW (For receptionist's use only)	0-1-2	3-4-5	6-7-8	9-10	_____
The applicant's ____ greeting ____ introduction ____ general impression (possible 10 points)					
APPLICATION BLANK (For receptionist's use only)	0-1-2	3-4-5	6-7-8	9-10	_____
The applicant's ____ neatness ____ legibility ____ completeness (possible 10 points)					
PERSONAL APPEARANCE (Interviewer's use)	1-3-5	6-8-10	11-13-15	16-18-20	_____
The applicant's ____ neatness ____ grooming ____ attire (possible 20 points)					
ACTUAL INTERVIEW (Interviewer's use)	1-5-9	10-15-20	21-30-40	41-50	_____
The applicant's ____ greeting ____ introduction ____ bearing ____ courtesy					

ACTUAL INTERVIEW (cont'd.)	Poor	Fair	Good	Excellent	Points
____ knowledge					
____ attitude					
____ interest					
____ confidence					
____ personality					
____ initiative					
____ sincerity (possible 50 points)					
POST-INTERVIEW (Interviewer's use)	0-1-2	3-4-5	6-7-8	9-10	_____
The applicant's manner and skill in terminating the interview. (possible 10 points)					
				TOTAL JUDGED POINTS	_____

JUDGE'S COMMENTS:



Be Early

Arrive five or ten minutes ahead of your appointment. Tell receptionist who you are and whom you wish to see.

Dress Right

Be neat, clean,
hair combed,
fingernails clean;
wear
well-pressed clothes,
shined shoes;
avoid gaudy jewelry.

GETTING A JOB

LESSON PLAN #8

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.13 Demonstrate the ability to perform competently in a job interview situation.

Resources:

1. Assignment Sheet 7.01 - Mock Job Interview
2. Assignment Sheet 7.02 - Job Interview Rating Sheet

Teacher Activities:

1. Group students into teams of previous class.
2. Continue activity of Assignment Sheet 7.01 and 7.02.
3. Circulate and work with individual teams.

Student Activities: Continue Assignment 7.01 and 7.02.

Assignment: Begin preparing for Unit Assessment which will be given in two days.

GETTING A JOB

LESSON PLAN #9

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.13 Demonstrate how to use methods of follow-up.

Resources:

1. Information Sheet 9.01 - Sample Follow-up Letter

Teacher Activities:

1. Refer to information about writing a follow-up letter.
   A. Type it perfectly.
   B. Send a day or two after the interview.
   C. Show an expression of appreciation for the interviewer's time and consideration.
   D. Include a summary of your qualifications and interest in the position.
   E. Include your name, address and phone number.
   F. Show prime example of your excellent work habits.
2. Emphasize: This last bid for the job should be a prime example of the student's excellent work habits. The letter should be as clean, neat and well-worded as possible.
3. Entertain questions.
4. Distribute Information Sheet 9.01.
5. Assign the students to write their own follow-up letter the remaining part of the period. The letter should correspond to the student's other work in this unit.
6. Assist problem students.

7. Remind students that the unit evaluation interviews will start next class. Divide class into two parts. Assign one half of the class to be prepared for the evaluation for the next class. The other half should be ready for the following class.

Student Activities:

1. Read sample letter.
2. Write a follow-up letter.
3. Get assignment.
4. Turn in completed letter.

Assignment: Unit Evaluation interviews begin next class. Come to class prepared.

INFORMATION SHEET 9.01

Sample Follow-up Letter

520 West Worley
Columbia, MO 65201
September 1, 19--

Mr. H. C. McCall
Personnel Manager
McCall's Department Store
500 Main Street
Columbia, MO 65201

Dear Mr. McCall:

Thank you for interviewing me for the salesperson position in the ladies department of your store. I believe that working for McCall's Department Store would be an enjoyable experience and I could do the selling and stock work which the position requires. I sincerely hope that I will be given the opportunity which this position offers.

The application form you gave me is enclosed. I will be available for work whenever you desire. You may reach me by phone after 3:00 p.m. at 445-5934.

Sincerely yours,

Edie Hutton

Enclosure

GETTING A JOB

LESSON PLAN #10

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.13 Locate and correctly apply for a job. This includes being able to dress and groom properly, prepare a resume correctly, complete an application form and write a letter of application as well as a follow-up letter. In addition, students must be able to perform a job interview competently and conduct themselves effectively during the interview.

Resources:

1. Post-assessment
2. Post-assessment Key
3. Unit Evaluation
4. Unit Evaluation Rating Sheet - Information Sheet 7.02
5. Unit Evaluation Application Form
6. Three (3) judges for interviews
7. One (1) receptionist
8. Application forms

Teacher Activities:

1. Administer post-assessment to determine students qualified to attempt unit assessment.

2. Divide the class in half; the first half of the class will interview today; the other, tomorrow.

3. Arrange for three judges (interviewers) to be in the classroom.

4. Get a receptionist.

5. Arrange room for three interviews to be done at one time; each interviewer should have at least a desk and two chairs.

6. Also arrange an area for the receptionist and supply her or him with application forms.

7. Read unit evaluation to the class and show them a sample of the rating sheet.

8. Monitor the activities.

9. Thank judges and receptionist and arrange for them to be back for the next class meeting (or as long as needed).

Student Activities:

1. Take post-assessment.
2. Bring a personal data sheet to class.
3. Remember dress and conduct principles.
4. Fill out application.
5. Perform in an interview.

Assignment: The second half of the class will interview tomorrow.

ASSIGNMENT SHEET 7.02

Job Interview Rating Sheet

	Poor	Fair	Good	Excellent	Judged Points
PRE-INTERVIEW (For receptionist's use only)	0-1-2	3-4-5	6-7-8	9-10	_____
The applicant's					
____ greeting					
____ introduction					
____ general impression (possible 10 points)					
APPLICATION BLANK (For receptionist's use only)	0-1-2	3-4-5	6-7-8	9-10	_____
The applicant's					
____ neatness					
____ legibility					
____ completeness (possible 10 points)					
PERSONAL APPEARANCE (Interviewer's use)	1-3-5	6-8-10	11-13-15	16-18-20	_____
The applicant's					
____ neatness					
____ grooming					
____ attire (possible 20 points)					
ACTUAL INTERVIEW (Interviewer's use)	1-5-9	10-15-20	21-30-40	41-50	_____
The applicant's					
____ greeting					
____ introduction					
____ bearing					
____ courtesy					

ACTUAL INTERVIEW (cont'd.)	Poor	Fair	Good	Excellent	Points
____ knowledge					
____ attitude					
____ interest					
____ confidence					
____ personality					
____ initiative					
____ sincerity (possible 50 points)					
POST-INTERVIEW (Interviewer's use)	0-1-2	3-4-5	6-7-8	9-10	_____
The applicant's manner and skill in terminating the interview. (possible 10 points)					
				TOTAL JUDGED POINTS	_____

JUDGE'S COMMENTS:

GETTING A JOB

LESSON PLAN #11

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

3.13 Locate and correctly apply for a job. This includes being able to dress and groom themselves properly, prepare a resume correctly, complete an application form and write a letter of application as well as a follow-up letter. In addition, students must be able to perform a job interview competently and conduct themselves effectively during the interview.

Resources:

1. Unit Evaluation
2. Job Interview Rating Sheet
3. Unit Evaluation Application Form
4. Three (3) judges for interviews
5. One (1) receptionist
6. Application forms

Teacher Activities:

1. The second half will interview today. Divide the students who are not interviewing today into three groups. Supply them with rating sheets and instruct them to rate each interview.

2. Arrange for three judges (interviewers) to be in the classroom.

3. Get the receptionist.

4. Arrange room for three interviews to be done at one time; each interviewer should have at least a desk and two chairs.

5. Also arrange an area for the receptionist and supply him or her with application forms.

6. Read unit evaluation to the class and show them a sample of the rating sheet.

7. Monitor the activities.

8. Thank judges and receptionist and arrange with them to be back for the next class (or as long as needed).

Student Activities:

1. Bring resume to class.
2. Remember dress and conduct principles.
3. Fill out application.
4. Perform in an interview.

Assignment: None

GETTING A JOB

POST-ASSESSMENT

Multiple Choice: Place the letter of the best answer in the blank provided at the left.

____ 1. In preparing a resume you should include a minimum of ___ references.

a. 2
b. 3
c. 4
d. 5

____ 2. Which of the following labels correctly describes the type of ad which is placed in a newspaper and includes a box number to which interested persons make application via letter?

a. classified ad
b. blind ad
c. help wanted ad
d. employment wanted ad

____ 3. Areas usually covered in an employment test include all of the following, except:

a. math
b. following directions
c. aptitude
d. spelling
e. attitude

____ 4. Which of the following would probably be the least effective way of finding out about possible jobs?

a. checking classified ad section of newspaper
b. talking to D.E. teacher/coordinator
c. commercial employment services
d. letting an employer contact you
e. checking about job openings with high school counselors, principal, teachers

____ 5. In writing a letter of application, the best salutation possible is:

a. Dear Personnel Director:
b. Gentlemen:
c. Dear Sir:
d. The individual's proper name

____ 6. Which one of the following would not be characteristic of a letter of application?

a. explanation of why you are interested in a position
b. brief, businesslike style
c. include phone number and address where you can be reached
d. list dates that would be convenient for you to interview
e. direct attention to key points on your resume

____ 7. Which one of the following types of questions would you not expect to be included in an interview situation?

a. personal question
b. religious questions
c. vocationally-related questions
d. human relations questions
e. future plans and goals questions

____ 8. The function of an employment agency is to:

a. file complaints against unethical businesses
b. train individuals for various types of secretarial and executive positions
c. obtain jobs for people who use their service
d. none of the above

____ 9. If an employer is known as an "equal opportunity employer," what does this mean?

a. Once you have been hired by this employer, you will be given the same chances to advance as those already working there.
b. The employer does not discriminate because of race, color, religion, sex or national origin in hiring employees.
c. The employer hires and fires on a regular schedule and you should be aware of this before you take the job.

____10. Which statement below indicates improper conduct during an interview?

a. asking relevant questions about the job
b. talking positively about you and your skills
c. self-confident approach and friendliness
d. general lack of enthusiasm

GETTING A JOB

POST-ASSESSMENT (cont.)

True or False: Place a + for true and a 0 for false.

____ 1. It is advisable to read through an application form completely before you begin to complete it.

____ 2. It is very important to thank the interviewer for his or her time and consideration, both at the close of the interview and in the follow-up letter.

____ 3. When making an interview appointment on the phone, make sure to summarize all points regarding the appointment so that all details are clear to both parties.

____ 4. It is considered improper to list persons as references on your resume without first getting their permission.

____ 5. It is proper to present the interviewer with a copy of your resume if he or she has not already received one.

____ 6. The primary consideration in finding a job that matches your personality and needs is the amount of money you will make on the job.

____ 7. It is very important to be on time or even a little early for a job interview appointment.

____ 8. When you take an employment test, try to stay as calm as possible; this should help you answer more clearly.

____ 9. It is quite possible that an application form may ask you what salary you expect to make.

____10. A follow-up letter should be presented to the receptionist as you leave after the completion of the job interview.

____11. Government-sponsored state employment services are usually free of charge to state residents.

Fill-in-the-blank: Place the correct response in the blank at the left.

_____ 1. One influential aspect of a job interview situation which could make the difference between the hiring of one individual over another (when all necessary skills and qualifications are equal) could be:

_____ 2. There are six major areas included in a resume. Five of the areas are listed below; in the blank, place the missing area.

Personal information
Student activities
References
Subjects studied that will help employer
Special skills or training

_____ 3. There are several things that you should know about yourself when you are trying to find the right job. You should know your *personal qualities*, your *goals*, your *interests* and your job _____ that will fit the job you select.

_____ 4. What item, other than a writing instrument, should you have with you in order to fill out an application form completely?

Short Answer: Write well-stated and concise answers to the following.

1. List two questions that you would expect to be asked in a job interview.

2. List two reasons it is important to follow-up on a job interview.

POST-ASSESSMENT (cont.)

Short Answer (cont.)

3. List one reason that you should go alone to an interview.

4. Explain the difference between an *employer* and an *employee*.

5. You are applying for a job as a salesperson in the home appliance department of a local store. In *two to four* sentences, answer this question:

   "What qualities do you have that will make you successful in this type of position?"

GETTING A JOB

POST-ASSESSMENT KEY

Multiple Choice: Place the letter of the best answer in the blank provided at the left.

b 1. In preparing a resume you should include a minimum of ___ references.

a. 2
b. 3
c. 4
d. 5

b 2. Which of the following labels correctly describes the type of ad which is placed in a newspaper and includes a box number to which interested persons make application via letter?

a. classified ad
b. blind ad
c. help wanted ad
d. employment wanted ad

e 3. Areas usually covered in an employment test include all of the following, except:

a. math
b. following directions
c. aptitude
d. spelling
e. attitude

d 4. Which of the following would probably be the least effective way of finding out about possible jobs?

a. checking classified ad section of newspaper
b. talking to D.E. teacher/coordinator
c. commercial employment services
d. letting an employer contact you
e. checking about job openings with high school counselors, principal, teachers

d 5. In writing a letter of application, the best salutation possible is:

a. Dear Personnel Director:
b. Gentlemen:
c Dear Sir:
d. The individual's proper name

d 6. Which one of the following would not be characteristic of a letter of application?

a. explanation of why you are interested in a position
b. brief, businesslike style
c. include phone number and address where you can be reached
d. list dates that would be convenient for you to interview
e. direct attention to key points on your resume

b 7. Which one of the following types of questions would you not expect to be included in an interview situation?

a. personal question
b. religious questions
c. vocationally-related questions
d. human relations questions
e. future plans and goals questions

c 8. The function of an employment agency is to:

a. file complaints against unethical businesses
b. train individuals for various types of secretarial and executive positions
c. obtain jobs for people who use their service
d. none of the above

b 9. If an employer is known as an "equal opportunity employer," what does this mean?

a. Once you have been hired by this employer, you will be given the same chances to advance as those already working there.
b. The employer does not discriminate because of race, color, religion, sex or national origin in hiring employees.
c. The employer hires and fires on a regular schedule and you should be aware of this before you take the job.

d 10. Which statement below indicates improper conduct during an interview?

a. asking relevant questions about the job
b. talking positively about you and your skills
c. self-confident approach and friendliness
d. general lack of enthusiasm

POST-ASSESSMENT (cont.)

True or False: Place a + for true and a 0 for false.

+ 1. It is advisable to read through an application form completely before you begin to complete it.

+ 2. It is very important to thank the interviewer for his or her time and consideration, both at the close of the interview and in the follow-up letter.

+ 3. When making an interview appointment on the phone, make sure to summarize all points regarding the appointment so that all details are clear to both parties.

+ 4. It is considered improper to list persons as references on your resume without first getting their permission.

+ 5. It is proper to present the interviewer with a copy of your resume if he or she has not already received one.

0 6. The primary consideration in finding a job that matches your personality and needs is the amount of money you will make on the job.

+ 7. It is very important to be on time or even a little early for a job interview appointment.

+ 8. When you take an employment test, try to stay as calm as possible; this should help you answer more clearly.

+ 9. It is quite possible that an application form may ask you what salary you expect to make.

0 10. A follow-up letter should be presented to the receptionist as you leave after the completion of the job interview.

+ 11. Government-sponsored state employment services are usually free of charge to state residents.

Fill-in-the-blank: Place the correct response in the blank at the left.

Proper dress, grooming 1. One influential aspect of a job interview situation which could make the difference between the hiring of one individual over another (when all necessary skills and qualifications are equal) could be:

Business experience (Work experience) 2. There are six major areas included in a resume. Five of the areas are listed below; in the blank, place the missing area.

Personal information
Student activities
References
Subjects studied that will help employer
Special skills or training

Skills or qualifications 3. There are several things that you should know about yourself when you are trying to find the right job. You should know your *personal qualities*, your *goals*, your *interests* and your job _____ that will fit the job you select.

Resume, personal data sheet, vita 4. What item, other than a writing instrument, should you have with you in order to fill out an application form completely?

Short Answer: Write well-stated and concise answers to the following.

1. List two questions that you would expect to be asked in a job interview.

   --Any questions listed on Information Sheet 7.01 would be acceptable.

2. List two reasons it is important to follow-up on a job interview.

   --Shows your excellent work habits
   --Shows appreciation for the interview
   --Shows that you are still interested in the position

POST-ASSESSMENT (cont.)

Short Answer (cont.)

3. List one reason that you should go alone to an interview.

   --Shows independence, maturity, self-reliance

4. Explain the difference between an *employer* and an *employee*.

   Employer is the label given to the person or business for whom someone works, while the *employee* is the worker, a person who works for another for wages or salary.

5. You are applying for a job as a salesperson in the home appliance department of a local store. In *two to four* sentences, answer this question:

   "What qualities do you have that will make you successful in this type of position?"

   This answer would vary from individual to individual; the answer should reflect skills and attitudes appropriate for this particular position.

GETTING A JOB

UNIT EVALUATION

Purpose: To give the student an opportunity to demonstrate the ability to perform competently in a job interview.

Specifications:

1. Participants must apply for a specific job in marketing and distribution. This job should correspond to the job applied for in their letter of application, application form and follow-up letter.
2. Participant must be qualified for the position.
3. Participant must come dressed and prepared for the interview on the day he or she has been assigned.

Grading:

The interviewers (graders) shall be professionals from the field of personnel. The applicant is first interviewed by a receptionist.

After this is completed, the applicant is interviewed by a personnel director. Grading is done both by the receptionist and the personnel director.

A resume may be used at the option of the participant. Application forms will be completed by the participant prior to or during the interview, depending on the schedule.

Participants should be familiar with the services of employment agencies in case judges are representatives of this type of company.

Use Information Sheet 7.02 - Job Interview Rating Sheet as the unit evaluation rating sheet for grading. A criterion checklist has been provided for the interviewer. Individual scores may be given or check-marks may be used. This will also help the student evaluate his or her strong and weak points.

It will be left to the discrimination of the instructor as to how the letter of application, application form, personal data sheet and follow-up letter are graded in relationship to the unit evaluation. Two ways recommended are:

a. Each exercise is graded individually throughout the unit and are considered post-assessments to lesson plans.
b. All four projects are turned in together in a final packet form on the day of the interview and all individual grades are put into one final unit grade.

UNIT EVALUATION

Application Form (sample)

Complete this application form. Your personal data sheet will be helpful

DO NOT PRINT Application for Employment

Date_____ Position applied for_____

Name_____ Height _____ Weight _____ Age_____

Address_____ Telephone No._____
Street or RFD City State

Previous Address_____ Social Security No. _____

Birthdate_____ Birthplace_____
Month Day Year City State

CHECK ALL THAT APPLY:

_____ Female
_____ Male
_____ Single
_____ Married
_____ Widowed
_____ Divorced
_____ Separated

_____ Own home
_____ Rent
_____ Board
_____ Live (parents)
_____ With (relatives)
_____ Purchasing home

Number and age of dependents:

_____

Relationship of dependents:

_____

Business or occupations of father:

_____

(or Husband)_____

Interested in: Temporary work____ Full time____ Part time ____ Saturday only____

Salary expected_____

Are you responsible for your entire support?_____ Others who are dependent on you for their support: Number_____ Ages_____

Nature of any physical defects_____

Recent illnesses_____

Date of last physical examination_____

EDUCATION	Circle grade completed	Name of school	Location	Major subject	Year graduated
Elementary	1 2 3 4 5 6 7 8				
High	1 2 3 4				
Business or Vocational	1 2 3 4				
College or University	1 2 3 4 5 6				
Night or Correspondence	1 2 3 4				

Give details of any other educational training:

What are your hobbies? _____

In case of illness or emergency, notify: Name _____

Address _____

Relationship _____

Telephone _____

Why do you feel qualified for the position for which you are applying?

Unit Evaluation (cont'd.)

PREVIOUS EMPLOYMENT - Last employment first

From To (months & years)	Name and address of employer	Department, position, duties, salary	Reason for leaving

PERSONAL REFERENCES - Do not give names of relatives or former employers.

Name	Address	Occupation
1.		
2.		
3.		

DO NOT WRITE IN SPACE BELOW

Interviewed by:

Other remarks:

Personality_____
Attitude_____
Ambition and initiative_____
Calmness_____
Physical qualities_____
Intelligence_____
Leadership_____
Appearance and grroming_____
Work best suited for_____

GETTING A JOB

LESSON PLAN #12

Time for Lesson: 55 minutes

Activity: To discuss the activities of the unit and compare the results of the judges' ratings with the students' ratings.

Resources:

1. Judges' ratings
2. Students' ratings

Teacher Activities:

1. Compute the average of the students' ratings for each of the student applicants.

2. With the class, compare the students' ratings with the judges' ratings.

3. Instruct students to analyze the ratings of their interviews. Discuss the implications of the ratings.

Student Activity: Analyze and discuss the ratings of the interviews.

Assignment: None